Based on the concepts/ideas from Chapters 1 and 2 in the *Doing History* textbook discuss how your thematic unit will realize the following as discussed in these chapters:

* Interpretive
  + Why citizens would want to limit power of government
  + What are good laws, what are bad laws
* Emphasis on narratives
  + Setting: 1787
  + Characters: Colonists and King of England
  + Problem: Colonist did not think the King of England was ruling the colonies fairly
  + Resolution: Developed Constitution
* Not just about Politics
  + Who did and didn’t gain rights with the Constitution
* Purposeful
  + Students understand why we have three branches, what their purposes are, and how citizens contribute to the government and society.
* In-Depth Learning
  + Students begin to understand how Constitution is meant to protect their rights and how they do participate in the government as citizens.
* Disciplined Inquiry
  + Posing questions that allow students to state what they think without there begin a wrong or right answer ex: What do you think makes a rule good?
  + Read the intro and ask students if they have heard those words before.
    - What do they mean?
    - Why would we need a document that outlines these rights?
    - Why would someone not want a document that outlined rights for citizens.
    - What would you add, why?
* Teacher Scaffolding
  + Access prior knowledge and mis-concepts
  + Word Wall
  + Graphic organizers
  + Model turning don’t statements into positive statements
* Constructive Assessment
  + Creating classroom rules displays students understanding of rules and responsibilities as citizens.

Chapter 3 also describes the development and implementation of a variety of formative assessments to include performance assessments and how these could be used in any thematic unit.